

Abercromby Nursery School Self Evaluation Form September 2021





From Little Seeds, Do Great Trees Grow

MISSION STATEMENT

An oasis in the heart of Liverpool;
our large mature garden hosts
Forest School. We are a multicultural School of Sanctuary,
a place where all our little people thrive and learn.

OUR AIMS

Our aims for you, our children, are to:

- ♦ Provide you with a welcoming, safe and caring environment,
- ♦ Enjoy your uniqueness,
- ♦ Respect your home culture,
- ♦ Provide an exciting and tailor made education,
- ♦ Nurture you, supporting you to make the best possible progress,
- ♦ Include you in all we do.

Our aims for you, our families, are to:

- ♦ Embrace our families, recognising your importance,
- ♦ Value all backgrounds, faiths and cultures,
- ♦ Work in partnership to support your child's well being and learning.

Our aims for you, our staff, are to:

- ♦ Value your commitment and professionalism,
- ♦ Communicate well, to involve you in everything,
- ♦ Provide you with opportunities for your own development.

Our aims for you, our Community are to:

- ♦ Build and nurture good relationships, to work together,
- ♦ Share good practice and learn from each other,
- ♦ Be a special place for all to share.



Abercromby Values

As a school we are required to teach British Values; these are democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths, beliefs, and those without faith. These are all embedded as part of our ethos and practice and to make them meaningful for our children and school community, we have adopted them as our "Abercromby Values".

A all friends at Abercromby

b believe in yourself

e everybody is important

r rules to keep us safe and happy

c children help to choose

r reach out to all

o our choices matter

m make a difference

b be kind and helpful

y your voice counts



1. Key Information

School Name	Abercromby Nursery School						
Type Of School	Maintained Nursery School						
Address	Falkner Street, Liverpool, L8 7QA						
Local Authority	Liverpool	Diocese (If VA or VC)	NA	Other	NA		
Telephone	0151 709 5114	Fax	0151 707 2497				
Headteacher	Tamara Bennett		e-mail	tamara.bennett@abercromby.liverpool.sch.uk			
Chair Of Governors	Sue King	Tel	07533 938321		e-mail	dragontwin@btinternet.com	
Number of Under 5s Autumn 2021(projected)	3x Deferred Reception Entry (DRE) 47x 3-4 year olds 11x eligible for 30hrs offer 9x paying for 30hrs 18x funded 2 year olds		Classes	Willow Tree: 25 children at a time (4x staff incl.1x teacher) up to 12x max 2YO and 13x 3YO (younger 3YO) Oak Tree: 30 children at a time (3x staff incl. 1x teacher) 30x rising 4YO and DRE			
Pupils with SEND	10 (15%) returners NB this is likely to increase as we identify new children with SEND	Pupils with EAL (Languages spoken)	49 (72%) Arabic (majority), Somali, Turkish, Spanish, Portuguese, Urdu, Swahili, Greek	Looked After Pupils	1	EYPP	19 (July 2021)
Number of QTS	4x including HT (3.2 FTE)	Number of Teaching Support Staff	5x level 3 FT 1x level 3 PT (lunch and support) 1x level 2 PT (lunch and support) Regular agency staff also support	Clerical Support	1x FT Administrative/Finance Officer 1x Administrative Assistant (0.6)		
Curriculum Enhancement	Forest School assistant/gardener Beatlife music sessions PE Specialist		Other Support Staff	1x FT Site Manager Cleaning provided by agency 2.5 hrs/day			

2. Changes since last Ofsted Inspection July 2016

PROGRESS IN INSPECTION KEY ISSUES

Extent to which areas for development identified at the previous Ofsted Inspection, have been addressed

<p>1. Improve the arrangements for moderating assessment judgments so that information is consistently accurate.</p>	<p>1. Moderation is embedded in our practice with practitioners increasingly secure in assessing where their key children are in terms of typical development. Pupil progress meetings are held with the SLT, where there is robust dialogue about each child's progress. Teachers also take part in moderation sessions with other Maintained Nursery Schools and Network Schools.</p>
<p>2. Set more precise targets for improving teaching that focus upon the measurable impact of teaching upon children's progress.</p>	<p>2. Appraisal Targets for teachers and nursery officers are now linked into the School Development plan with SMART targets; they relate to children's progress, increasing accountability. These are now reviewed each term. The introduction of regular supervision meetings has introduced another forum to discuss professional development and children's progress.</p>
<p>3. Make sure information about children's progress includes timely, clear analysis of the progress made by groups of children, including the most able children, in each area of learning.</p>	<p>3. There was a complete overhaul of observation, assessment and tracking systems. From September 2016, Tapestry, an online Learning Journal system, was used to capture children's learning and progress i.e. formative assessment. This informed the Pupil Progress Profile tracking document, adapted from Development Matters. An accurate baseline was established for each child and summative data was collected at first four and then three points in the year. Five years of data were collated, which clearly demonstrated the progress all children made from their starting points. Children's progress was tracked, both individually and as a cohort, incl. vulnerable groups. Tracking systems fed directly into planning for individuals and for different groups, identifying gaps, and what would be provided to address those gaps. Tracking also identified more able children; pupil progress meetings were used to identify next steps to provide appropriate challenge.</p> <p>From September 2021, as the revised EYFS becomes statutory, with its aim to reduce workload for staff and enable them to spend more time working directly with children, we will be adopting the OPAL (Observation of Play and Learning) framework for observation and assessment. The focus will be on each individual child's learning and progress against milestones for their age. After 5 years of embedding a robust assessment system, we have the confidence to take what we have learned and adapt it to a less onerous and time consuming process.</p>

OTHER CHANGES TO OUR SCHOOL SINCE THE OFSTED INSPECTION 2016

2016-7

- The Mission Statement and Aims were reviewed as different versions existed, streamlined, and then shared widely.
- Abercromby Values were adapted from British Values by the whole school team, drawing on existing intrinsic and historic values held by the school community. This makes British Values meaningful and accessible for our very young children and community.
- A new logo, new website (with an App) and uniform were launched to raise the school's profile and to aid marketing, after consultation with stakeholders.
- New school signs were commissioned to improve our "shop front" incorporating the new logo, photographs, and updated information.
- There had been a variety of methods used to capture children's learning, including post it notes, photos, and 2Simple. After consultation with the staff, it was decided to move to one consistent method and the Tapestry online learning journal system was chosen to record children's progress, their formative assessment.
- This increased parental involvement, as parents can log on and see what their children have been doing and add their own moments of learning. The photos and video are very accessible for our families with EAL.
- Practitioners used a Pupil Progress Profile booklet, adapted from Development Matters, to track progress and for summative assessment. rather than the Tapestry generated assessments, as we felt practitioner knowledge of children provided a more accurate assessment and rounded picture of each child.
- Planning systems continued to be refined and priorities from the Tracking Data fed in.
- Each room introduced a focused weekly team planning meeting.
- Numbers of children attending the school were very low in Autumn 2016, and so a family and toddler group, Little Seedlings, was set up, a very successful initiative in drawing new families in.
- Also fruitful in raising numbers and awareness in the community, was the introduction of an Open and Fun Day, held on a Saturday in early Summer. Sadly, this wasn't held in 2020 or 2021 due to the Covid pandemic, but will be reinstated, as soon as we can do this safely.
- To secure the Nursery's long term future, following training and preparation, 2 year olds (mainly funded 2 year olds) became part of our school community from April 2017.
- Communication with parents improved further through a new monthly newsletter, translated into Arabic.
- Half termly family involvement events such as Stay, Play and Learn sessions was encouraged. The themes are planned in response to identified gaps in learning e.g. Communication, Language and Literacy, and aim to inform and support families with ideas for learning at home.
- "Together Time" was introduced where all children and staff come together with the Head Teacher and learn about our Abercromby Values in a fun and relevant way.
- End of school reports for leavers were introduced.

2017-8

- Home visits were introduced for all new starters, to support children to settle, foster the development of strong partnership working and enable early identification of accurate starting points.
- Classes changed from 2 parallel classes of 3-4 year olds historically, to a class of 2 and rising 3 year olds (renamed Willow Tree), and a class of rising 4 year olds (renamed Oak Tree). This enables the organisation of appropriate provision for each group of children, in terms of learning environment and experiences planned.
- Lunchtimes were reviewed to sharpen the focus on learning and a policy was written; all staff support this on a rota basis and is seen as an important time, with children developing self-help skills including serving themselves and being encouraged to try new foods, whilst learning about how to be healthy.

2018-9

- Pupil Progress Profiles were rewritten with the “What to expect when” statements, (produced by 4Children in 2015), to track progress, rather than using the Development Matters statements (also known as Early Years Outcomes). They describe the same learning but are written from the point of view of the child as “I can” statements in plain English. This made them easier for all to understand, especially as over half of our parents have English as an Additional Language (EAL).
- All staff were trained in Signalong, to support children’s language development.
- We took part in the 18 month URLEY project (Using Research tools to improve Language in Early Years), which provided a sharp focus on how to improve provision to better support children’s communication, language and literacy development.
- Due to financial restraints, the school had to move from hot dinners to children bringing in their own packed lunches. This enabled a move to two sittings, supporting a calmer atmosphere.
- Family consultation days were reviewed and held termly. The school was closed to normal sessions, and families had quality time for an appointment with their child’s Key person.

2019-20

- This was a very challenging year as we all experienced the Covid-19 pandemic and indeed continue to deal with it.
- Due to initial Government Covid self-isolation advice, only 30% of staff were available for face to face work from March 2020 onwards. These staff supported the key worker and vulnerable children in the Liverpool hubs from March through to June.
- The rest of the staff rose to the occasion and quickly learned how to deliver Remote Education through Tapestry.
- Staff also provided regular support to their key children and families through Tapestry and phone calls.
- The whole school team worked together on risk assessing our environment, so we could re-open to more children from June onwards.
- Communication with families was further improved by subscribing to ParentMail, rather than our previous text based system. This allows for longer and more effective communication with families, with a translation feature, essential during this period of continuing uncertainty.

2020-21

- The school continued to adapt its provision to the ongoing Covid-19 pandemic, dynamically risk assessing in response to the national and local situation.
- The staff worked in 2 separate bubbles inside and outside, adhering meticulously to the risk assessment. Our families were on board with all the safety measures. We felt fortunate not to have to close any bubbles during the academic year.
- The remote education offer was further refined during the lockdown at the start of 2021, with the focus on supporting families with ideas for learning at home, regular Zoom meetings and providing daily stories and rhymes read by our own staff.
- Staff worked in innovative ways to build up positive relationships with our families, with phone regular phone calls and Zoom meetings taking the place of face to face meetings and stay, play and learn sessions.
- The process for transition to Primary was reviewed with the teachers filling in the Local Authority transition forms. Each new Reception teacher received a summary of the child's development and attainment, along with a memory stick containing the downloaded Tapestry learning journal.

3. Self Evaluation

a) QUALITY OF EDUCATION:

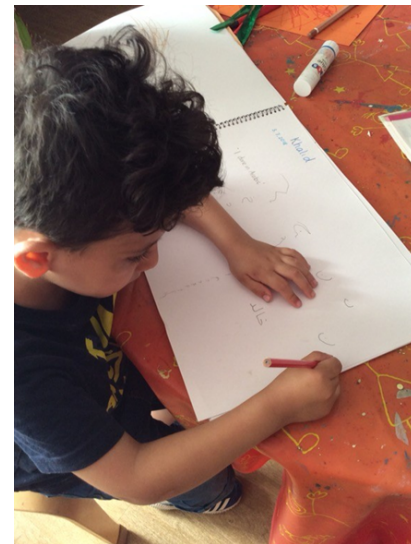
Grade 2/1, Good/Outstanding

INTENT

- Our intent is that through delivering a personalised curriculum, each child makes accelerated progress from their starting points, so that as they move on to Reception, they are very well prepared for the next stage of their education.

IMPLEMENTATION

- At Abercromby, our staff are the jewel in the crown; they are experienced, long serving and highly trained. They are extremely knowledgeable about child development and have high expectations of every child.
- The highly effective key person system enables the development of warm trusting relationships with each key child and their families. As children join the school, home visits (or visits to school during the pandemic), focus on understanding each child and their family context, with ongoing conversations building an accurate picture of each child's starting points, their strengths, interests and learning needs.
- All this ensures that the curriculum is sequenced appropriately for each child as next steps for learning are identified.



Evidence sources:

Our children

Learning Journals

Tracking Progress File

Learning Environment

- Learning is captured using the OPAL (Observation of Play and Learning) framework. When children have a full or half birthday they are assessed against milestones for that age during a “Spotlight” assessment. The child’s interests and learning needs are also captured and uploaded to “Learning Journals”, an online system. As well as the 6 monthly Spotlight assessments, incidental learning stories are added, capturing a full and rounded picture of a child’s learning and competencies. Next steps for learning are then fed back into the planning.
- Key people share observations with their children, talking about next steps for learning together. As children work towards these, new knowledge and skills are celebrated, so children develop their metacognition and ability to see themselves as competent learners.
- Families can access Learning Journals at home and a review process is an integral part of each Spotlight assessment, enabling effective partnership working. The visual impact of the photos and videos helps our families get involved, many of whom have EAL. Families can also add moments of learning from home, creating a true two-way dialogue of learning.
- Pupil progress meetings are held in the year, where the SLT and key person discuss each child’s progress and attainment. Gaps for individual children, vulnerable groups and cohorts of children are identified so the curriculum can be sequenced to meet those learning needs.
- The learning environment, inside and outside, is carefully planned and organized. Our intention is that children will access high quality Continuous Provision with open ended resources to encourage independence and creativity.
- The Continuous Provision is designed to develop children’s knowledge and skills, supported by the adults. Excellent classroom organization means that even our youngest children become independent and engrossed in their learning.
- Carefully structured daily routines enable children to explore activities inside and outside, without time constraints.
- Skilled practitioners use a variety of strategies to support children’s learning. These will include observing, modelling, playing alongside, scaffolding, reflecting, providing running commentaries and appropriate, careful questioning.



Continuous Provision Plans
Room Planning Files



- The next sequence for learning is informed by observations of children at work and the OPAL Spotlight assessments. The curriculum is developed by our room teams, working together to plan for learning across all seven areas, through a mix of adult directed and child initiated learning. There is plenty of time of time to revisit learning and consolidate new skills.

- In their weekly room meeting, adults plan for group times and enhancements as appropriate, captured in short and medium term planning.

- As well as the more formal processes outlined above, our staff are so tuned into their key children and learning needs, that next steps for learning are usually identified and followed up “in the moment”.

- Through the week, children have the opportunity to take part in various curriculum enrichment activities to develop their Cultural Capital:

Beatlife music and drumming sessions which help to develop children’s listening and attention skills, phonological awareness and a love for music,
PE sessions with a PE specialist, Martin, where children work on developing their physical skills, strength and coordination, through moving their bodies in different ways and manipulating small equipment,

Forest School which develops children in a holistic way, improving their self-confidence, self-regulation and independence, and teaching them a love of the outdoors and Nature.

Gardening where children learn how to look after our beautiful garden, helping to grow fruit and vegetables, and then harvesting, cooking and eating them.

Woodwork where children learn how to use the woodwork tools skillfully and carefully to design and make their own models.

- Through the year, we further enhance our curriculum and develop the Cultural Capital of our children through outings and visits. These might include a walk to Chinatown to find out more about Chinese New Year, visits from the police and fire brigade, pantomimes, a bespoke visit to our local theatre, using external providers such as Eggucation, an ethical rare breed hatching programme, and welcoming the expertise of our local community e.g. our local Rabbi sharing how his family celebrate Hanukkah.



- Children with special educational needs and disabilities (SEND) are quickly identified through attending Little Seedlings, our toddler group, home visits, talking with families and our starting Spotlight assessments.
- The majority of children with SEND have not previously been identified as having needs or have had no prior intervention before starting Nursery. We work closely with parents to identify mutual concerns and implement the Graduated Approach. We involve other professionals to offer support and guidance e.g. Health Visitors, Speech and Language Therapists and Educational Psychologists. We signpost families to further support in the community e.g., the local Children's Centre, Isabella Trust etc. This early identification alongside targeted teaching strategies, enables children with SEND to make excellent progress in relation to their starting points.
- We have an excellent reputation for our work supporting children with SEND, with the Educational Psychologist citing us as an example of good practice.
- Around 65-70% of our children have English as an Additional Language (EAL); they need to develop their skills in Communication and Language and speaking English, for progress to be identified in other areas as well. Although the school has decades of collective experience in supporting children with EAL, we are continually looking at ways we can improve outcomes for our children. To that end, all staff have been trained in Signalong, to support children's ability to communicate.
- We are also part of the North West URLEY project, which supports settings to become more strategic in the way they support children's language skills. Using the relevant scales from the ECERS-3, ECERS-E (ECERS stands for Early Childhood Environment Rating Scales) and SSTEW (Sustained Shared Thinking and Emotional Wellbeing), we evaluate our provision to improve our practice in helping children become confident and skilled communicators. The URLEY principles are now embedded in our everyday practice. Our school was one of the lead schools, tasked with mentoring 6 other settings.



IMPACT


- Up until July 2021, we assessed children to see if they were working at typical development for their age and therefore on track to achieve a Good Level of Development or GLD (the statutory Early Years Foundation Stage Profile assessment at the end of the Reception year).
- Our baseline data showed that most children entered school working below typical development for their age in

<p>many areas, with less than 10% on track to achieve a GLD.</p> <ul style="list-style-type: none"> • When children left the Nursery to start Reception in a Primary School, 59% (July 2021) were now on track to achieve a GLD. Our network of feeder schools (14 in July 2021) report that children from Abercromby arrive in their new class “school ready”, well prepared for the next stage of their education, continuing to make good progress. • Five years of data demonstrate that children, including those more able or with special educational needs, make accelerated progress from their baseline. • From September 2021, as we work in the revised EYFS, we will move to using the OPAL assessment system. We anticipate that this will showcase the excellent progress that each individual child makes in their time with us. 	
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<p>Areas for Further Development:</p> <ul style="list-style-type: none"> • Introduce and embed the new OPAL assessment system, hosted online on Learning Journals. • We will continue to develop our work with our families so they can support their children’s learning at home, both when the school is open, and when a class or the school must close due to the Covid-19 pandemic.

b) BEHAVIOUR AND ATTITUDES

Grade 1, Outstanding

<ul style="list-style-type: none"> • Children show love, care and concern for each other and for the adults in the nursery. We all work hard together to ensure there is a happy, harmonious, calm and purposeful environment. • On occasions, some children present with challenging behaviour. All staff are consistent in their approach, following our values, policies and procedures. • Practitioners are experienced and skilled in identifying causes of challenging behaviour. They support children, in age appropriate ways, to understand why they are reacting in this way and what is expected, co-regulating so children learn how to behave appropriately in our community, developing emotional literacy and self-regulation. • We also work with our families to set up consistent strategies that support good behaviour at school and at home. 	
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<p>Evidence sources:</p> <p>Our children</p> <p>Settling In Policy</p> <p>Abercromby Values display</p> <p>Attendance Policy and Information sheet for families</p>



- Children who show maturity in their behaviour, social interactions and emotional responses, are encouraged to solve relationship issues themselves, although an adult will always support if needed.
- We are passionate about nurturing each child’s instinct to learn, encouraging them to see themselves as strong, capable learners. Each child is encouraged to develop all the Characteristics of Effective Learning in everything they do.
- As a whole school we are committed to a “Growth Mindset” When a child may say “I can’t do it”, we will say “you can’t do it yet, but keep trying and you will”, so children learn they can achieve great things with practice and effort.
- Rather than praising children for being clever, we use “Process Praise”, where we celebrate the effort put in, and achievements linked to positive attitudes, encouraging children to persevere, until they have achieved that new skill. We want children to become proud of themselves and their achievements, not pleased they got a sticker.
- The attendance policy has been rewritten and procedures have been tightened up. From the beginning of their time at Abercromby, all families are informed about the vital importance of good attendance and punctuality.
- Non-attendance is followed up daily. Attendance of less than 80% will trigger a conversation with the Head Teacher.
- However, due to our non-statutory provision, we also have a flexible and common

sense approach to non-medical absences. For example, we have a high percentage of children from overseas, whose families have come to Liverpool to study and so may return to their home countries at different times.

- We also tend to get periods of lower attendance due to bouts of infectious childhood illnesses, such as chicken pox.

Areas for Further Development:

- We will continue to work with our families to support good attendance and punctuality

c) PERSONAL DEVELOPMENT

Grade 1, Outstanding

- We know that each young child will develop in the best way, when they feel safe and secure and have healthy attachments to their significant adults, including those in our school.
- We therefore adopt a child centred approach to settling in, that is tailored for each individual. Some confident children who have been to other settings, may be doing their full sessions after a couple of days, whilst other children may need a more gradual introduction, so they do not suffer separation anxiety and mental stress.

Evidence sources:

Settling In Policy

- We have developed our practice using attachment theory, dependent on an effective key person approach. In all cases, we work with our families so that usually all children are happy and settled within a few weeks.
- We use the same approach when children transfer between rooms and when they leave our school to go to a Reception class in a Primary School. The current key person will work closely with the new key person and teachers helping them get to know their new little people. We encourage two way visits to help children build relationships with their new grown ups and plan various transition activities to help children adjust to the changes ahead.
- Children develop a good understanding of our Abercromby (British) Values. These run through everything we do, like “Blackpool” through a stick of rock. Children learn about them on a daily basis, and there is a special focus in our weekly “Together Times” through social stories and songs.
- Our Safeguarding curriculum is intrinsic to all we do. Safety issues are explored through play, so that children are taught about how to keep themselves safe as situations arise, e.g. by taking turns climbing into the tree house, the importance of wearing sun cream on a sunny day and so on.
- We encourage the children to be involved in assessing risks; for example, when using the fire during Forest School, the children suggest that they sit back at a safe distance and walk around behind the log seats to prevent possible injury. We encourage the children to challenge their thinking and skills, learning to risk assess for themselves.
- Children also learn about ways to keep themselves healthy, becoming increasingly independent in making the snack, managing personal care and developing good personal hygiene.
- Children are taught about the importance of being physically active for good health; they enjoy PE sessions and make good use of our spacious garden to develop their gross motor skills and coordination at their own level.
- Abercromby is blessed to be part of a very diverse community. We explore and celebrate a variety of different festivals from the range of religions and cultures represented in our Nursery. We invite our families to come in and share their celebrations e.g. the local Rabbi, whose daughter attended Abercromby, came in and spoke to the children about Sukkot, and one of our mums who is Sikh, showed us how she and her little girl celebrate Diwali. As we are in the city centre, surrounded by amazing buildings, we walk out to explore them further e.g. visit Chinatown to learn about Chinese New Year. In all we do, we aim to develop the children’s awareness, understanding and respect.



Abercromby
Values display

Abercromby Life
display

Eco schools
board

<ul style="list-style-type: none"> We are teaching our children how to care for our world and have achieved the bronze Eco schools award and are currently on track to achieve green flag Eco school status. 	
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<p>Areas for Further Development:</p> <ul style="list-style-type: none"> Continue to develop our safeguarding curriculum e.g. the NSPCC pants programme. Gain the Eco schools green flag award. 	
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<p>d) LEADERSHIP AND MANAGEMENT</p> <p>Grade 1, Outstanding</p>	
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<ul style="list-style-type: none"> All staff, governors and the school community are involved in articulating the shared vision, aims and the values by which we work. Rigorous evaluation of all aspects of the Nursery School and its community is ongoing, with all stakeholders involved in reviewing and writing the yearly School Development Plan. This sets the strategic direction of our school with a clear focus on school improvement, raising standards, and securing our long term future. An active and committed Governing Body ensures that we are constantly evaluating and evolving to improve further. Elections were held for Parent Governors, as so many parents wanted to get involved. Governors attend regular training, which enables them to ask challenging questions (see GB minutes). We recruited a school leader from our local network of schools which has further strengthened governor knowledge and expertise. Swift action was taken to address low numbers of pupils in the Head Teacher’s first year, 2016-7, fully supported by staff and governors. Initiatives such as a Family and Toddler Group, an Open and Fun Day and starting with two year old provision all bore fruit so that by Summer 2018, the school was full, with a healthy waiting list. Progress data is regularly analysed and areas for development are quickly identified with provision amended accordingly, to ensure children achieve the best possible outcomes. A Senior Leadership Team has been established with a clear, shared vision. This meets monthly, to celebrate good news, develop our curriculum offer, problem solve issues and work together to move practice forwards. 	
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<p>Website</p> <p>School Development File</p> <p>Early Years Quality Mark Report</p> <p>SIP reports</p> <p>Safeguarding File</p> <p>Governing Body Minutes</p> <p>Appraisal File</p> <p>Supervisions File</p>



- Appraisal processes have been refined, with targets focused on both personal effectiveness and whole school areas for development. This robust appraisal system challenges, encourages and supports improvements in teaching.
- Staff reflect on their professional needs with a desire to improve their skills. They access continuing professional development, tailored to their specific needs, areas of interest and school focus.
- Staff mental health and well being are supported through regular supervision meetings, mentoring and coaching, so that appropriate support can quickly be put in place. Activities with a mental health and well being focus are built in to the school year. Many of our staff have personally experienced a challenging and often sad time over the last few years, but they remain positive and committed to the children and school, working together for the good of our children.
- A whole school review of mental health and well being in Autumn 2020 identified our strengths in this area.

- A “Growth Mindset” culture is being established in the school, with all staff being willing to take on new challenges and work in new ways. This has resulted in a shared ownership and responsibility for how the Nursery is run, evident for example, when staff are proactive in managing pupil: staff ratios, especially important now that we have two year olds. Weekly staff meetings enable opportunities for regular training and a forum for staff to raise issues for everyone to discuss and solve together.
- Our relationships with families are a strength of the school. The introduction of home visits begins that supremely important process of getting to know each other so we can work together well. During the pandemic, we have replaced Home Visits with “Meet the Staff” visits carried out in a Covid safe manner in school.
- Online learning journals enable parents to engage in their child’s learning at home (even those with EAL). Many parents now add comments or upload their own photos and video related to their child’s learning with them, and regular key person conversations inform our assessments.
- In non pandemic times, there are half termly events for families to get involved in, e.g. Stay, Play and Learn events and Internet Safety coffee mornings. During the pandemic, these have continued via Zoom.

- Families are actively encouraged to give their views on how the Nursery is run, through regular informal chats, and more formally through the end of year parent questionnaires, modelled on Ofsted's Parentview. The majority of families strongly agree that the school is led and managed well (see parent questionnaire data). Also, families strongly agree that the school listens to their concerns and suggestions, showing that excellent parent partnerships are in place.
- Safeguarding of all children is the primary concern of our whole school community, supported by regular training for all staff. The safeguarding team regularly review all safeguarding requirements and are vigilant to respond to issues and concerns that arise with individual children, and for example with radicalisation and extremism.
- British values have been adopted as our "Abercromby Values" and are an integral part of our ethos, seamlessly interwoven into everything that we do. The children own them and talk about them with their peers – and go home and tell their families about them too!
- We are blessed with an amazingly diverse community in every sense of the word, both in terms of culture and socioeconomics. All members of our community are encouraged to be respectful of equal opportunities, freedom of choice and our expectations and routines.
- The Nursery received a "School of Sanctuary" award in 2015, and this was renewed in 2018 in recognition of its exemplary practice in this respect. The highlight of the year (in non pandemic times) is our Celebration Day in July, where all families are invited to celebrate every child's progress and join in with a garden party, bringing food for everyone to share – the world on a plate!



Areas for Development:

- Continue to further develop the SLT in their role of curriculum development and monitoring.
- Continue to review strategies, policies and procedures to support mental health and well-being.